TOYNTON ALL SAINTS PRIMARY SCHOOL

Religious Education Progression

Progression overview

Worldviews, identity and human experience

Planned progression
• Recognise that human beings have different qualities and that worldviews influence ideas about being human. • Compare religious and non-religious approaches to belonging, leadership and welcome.
• Explain different understandings of religion and spirituality. • Explore personal, religious and non-religious spirituality and express a reasoned personal worldview.
• Explore what it means to be human and how creativity communicates identity and belief. • Explain equality, equity, justice, freedom and how context affects lived worldviews.
• Distinguish organised, personal, religious and non-religious worldviews. • Use tools to explore why people think as they do and justify a personal worldview respectfully.

Beliefs, texts and sources of authority

Planned progression
• Retell and explain examples from Christian, Muslim and Sikh traditions, including creation, equality, kindness and the Good Samaritan. • Use a source or example while beginning to distinguish interpretation from fact.
• Use examples from Christian, Jewish, Hindu, Muslim and Sikh practice to explain spirituality, pilgrimage and interfaith activity.
• Use biblical, Qur'anic and Sikh sources to examine justice and equality; research artistic and lived expressions of belief and distinguish evidence from interpretation.
• Explore how Christians interpret authority differently; examine the Bible, Dhammapada and Buddhist koans. • Evaluate sources and interpretations connected with religious change over time.

Lived religion, diversity and community

Planned progression
• Explain diversity within Christianity and compare baptism, Shahadah, monastic belonging and Humanist naming ceremonies. • Recognise varied forms of Muslim and Sikh leadership.
• Compare spirituality at home, in nature, through interfaith work and through pilgrimages including Kumbh Mela, Hajj, Umrah and Walsingham.
• Compare Christian, Muslim, Jewish, Sikh, Hindu and non-religious expression through music, art and social action. • Explore diversity within traditions and lived experiences.
• Compare Methodist, Quaker and other Christian perspectives, including women's authority. • Examine how Christian, Muslim, Jewish and Sikh worldviews respond to technology and AI.

Enquiry, interpretation and evaluation

Planned progression
• Ask informed questions, use examples as evidence and reach simple respectful conclusions about community and worldview.
• Ask informed questions, investigate evidence and reflect on the benefits and challenges of spirituality and pilgrimage.
• Research, select and record information; compare perspectives on justice and equality; express a reasoned worldview.
• Cross-examine sources, recognise changing interpretations, ask reflective questions and construct respectful, evidence-informed conclusions.